

Gavilan Peak Elementary School

ARIZONA SCHOOL REPORT CARD 2003-04

2701 W. Memorial Drive, Anthem, AZ 85086

Deer Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary
Achievement Profile *

New School**

** Some schools will not receive an Achievement Profile until October 2004.

No Child Left Behind

Adequate Yearly
Progress***

Met

School Improvement
Status***

N/A

*** For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Dr. Mai-Lon Wong
Schedule : 8:00 AM to 4:00 PM
Grades : K-8
2003 Enrollment : 1221
Web Address : gavilanpeak.dvusd.org
Phone Number : (623) 445-7400
Fax Number : (623) 445-7480
E-mail :

Mission

The Gavilan Peak Staff is committed to the educational success of every student by creating a positive community of learners. Teams work in two-year loops to assure students meet federal, state and district standards. Teaching is differentiated.

School / Academic Goals

- Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.
- Students effectively use written language for a variety of purposes and for a variety of audiences.

Instructional Programs

- Technology-based Learning
- Gifted Classes
- Tutoring
- On-site Special Education Resource

Enrollment

October 1, 2002 School Year Student Enrollment : 603
Accepting New Students in 2003-04 Under Open Enrollment Law²: No
Number of Students Attending Under Open Enrollment in 2002-03 : 10

Calendar Information

Number of Instruction Days : 178
Average Daily Instruction Time : 6 hours 15 minutes
First Day of School : 8/21/2003
Last Day of School : 5/27/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA
DEPARTMENT OF
EDUCATION

Gavilan Peak Elementary School

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 4 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Academic Improvement
- Ü Safe School
- Ü Alternatives, Options and Choices
- Ü School Image
- Ü Parent/Community Involvement
- Ü Planned Growth

Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	2.00	Teacher	57.00
Other Professional Staff	4.00	Teacher Aide	2.00

Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	17	3	0	0
4 to 6 years	5	6	0	0
7 to 9 years	5	3	0	0
10 or more years	5	10	0	0

Shared Responsibilities

School

We provide high academic standards and expectations of our students' performance. Our Continuous Improvement Team has set goals and expectations for students and staff in the areas of academics, school safety, community relations and growth.

Parents

The parent community is responsible for ensuring student attendance, providing proper grooming, clothing, nourishment, supporting homework and school policies including dress codes and behavior codes, and communicating regularly with the school.

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Labs: Stationary and Mobile

Extracurricular Activities

- Ü Boys & Girls: Basketball, Volleyball
- Ü Baseball, Softball, Spirit Line
- Ü Before School Tutoring
- Ü After School Academy

Social Services

- Ü Before & After Sch. Care Transportation
- Ü School Counselor
- Ü Prevention Intervention Specialist
- Ü School Nurse

Transportation Policy

Gavilan Peak offers school bus transportation to all qualified students. Students must meet the following groundrules to ride the bus: Kindergarten must live over 1/2 mile, grades 1-6 must live over 1 mile, and grade 7/8 must live over 1.5 miles.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- Ü Gavilan Peak School met and exceeded all reading, writing, mathematic goals set forth by the school CIP in the 2002-03 school year as measured by the AIMS, Stanford 9, and STAR reading program.
- Ü Gavilan Peak School provided students with a positive learning opportunities and school environment supported by a school wide focus on character development.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
Ü District Level Spelling Bee Champion	2003
Ü League Volleyball Champions	2002
Ü Largest New PTA in Arizona	2003

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate ²	96	95	94	96
Transfers Out ³	9	20	20	20
Transfers In ⁴ (Within District)	0	2	2	2
Transfers In ⁵ (Out of District)	26	10	10	9
Promotion Rate ⁶	100	99	98	95
Retention Rate ⁷	0	1	2	5
Dropout Rate ⁸	--			8
Status Unknown ⁹	--			6
Graduation Rate ¹⁰	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	60	56
Grades 3-4	73	80
Grades 4-5	67	76
Grades 5-6	83	85
Grades 6-7	71	71
Grades 7-8	NC	NC

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03 11

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	2543	75372	104	100	101	537	538	523	0	2	9	17	19	25	48	40	36	35	39	30
All Students (Prior Year)	--	2267	70809	--	NA	NA	--	534	518	--	4	11	--	21	27	--	38	35	--	37	27
Female	42	1274	36901	102	100	101	540	539	524	0	2	8	15	19	25	45	40	36	40	40	31
Male	45	1269	38385	105	100	101	534	537	523	0	3	9	20	18	24	51	39	36	29	39	30
African American	--	81	3589	--	100	96	--	514	501	--	7	18	--	30	33	--	39	33	--	24	16
Hispanic	NC	355	29103	NC	102	99	NC	526	510	NC	4	12	NC	24	31	NC	46	36	NC	27	20
Asian/Pacific Islander	NC	73	1574	NC	97	96	NC	555	549	NC	4	3	NC	17	14	NC	22	34	NC	57	48
American Indian/Alaskan Native	--	31	5086	--	91	114	--	535	491	--	4	22	--	24	38	--	44	28	--	28	12
White	83	1990	34597	102	100	98	537	540	535	0	2	4	16	17	20	49	39	38	35	41	38
Students with Disabilities	NC	359	8057	NC	104	99	NC	524	496	NC	8	23	NC	28	31	NC	32	28	NC	31	17
Students without Disabilities	79	2184	67315	104	100	101	537	539	525	0	2	8	18	18	24	47	40	37	35	40	31
Limited English Proficient Students	--	152	16925	--	101	112	--	477	482	--	22	27	--	67	40	--	11	26	--	0	7
Migrant Students	--	--	869	--	--	--	--	--	501	--	--	17	--	--	30	--	--	39	--	--	14
Economically Disadvantaged	--	215	26325	--	--	--	--	514	504	--	10	15	--	32	34	--	33	33	--	25	18
Non-Economically Disadvantaged	87	2328	49047	--	--	--	537	540	530	0	2	6	17	18	21	48	40	37	35	40	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	2540	75221	104	100	101	538	532	523	1	2	8	7	11	16	56	60	56	36	27	21
All Students (Prior Year)	--	2263	70860	--	NA	NA	--	536	524	--	3	9	--	10	17	--	49	45	--	37	30
Female	42	1270	36833	102	100	100	541	536	526	0	1	6	5	10	15	58	59	56	38	30	23
Male	45	1270	38319	105	101	101	536	529	520	2	4	9	10	13	17	54	61	56	34	23	18
African American	--	80	3597	--	99	97	--	522	510	--	7	14	--	14	22	--	63	53	--	16	11
Hispanic	NC	354	29019	NC	102	99	NC	527	513	NC	3	12	NC	13	21	NC	59	55	NC	24	13
Asian/Pacific Islander	NC	73	1572	NC	97	95	NC	538	536	NC	4	2	NC	15	9	NC	44	57	NC	37	31
American Indian/Alaskan Native	--	31	5071	--	91	114	--	521	502	--	0	20	--	12	27	--	76	46	--	12	8
White	83	1988	34543	102	99	97	539	534	531	1	2	4	8	11	12	55	60	58	36	27	26
Students with Disabilities	NC	354	8006	NC	102	99	NC	523	505	NC	11	22	NC	21	23	NC	44	42	NC	24	13
Students without Disabilities	79	2186	67215	104	100	101	538	533	524	1	2	7	8	11	16	54	61	56	37	27	21
Limited English Proficient Students	--	150	16853	--	100	112	--	499	489	--	11	29	--	56	36	--	22	32	--	11	3
Migrant Students	--	--	866	--	--	--	--	--	503	--	--	19	--	--	23	--	--	49	--	--	8
Economically Disadvantaged	--	217	26256	--	--	--	--	512	509	--	10	14	--	25	24	--	51	51	--	14	11
Non-Economically Disadvantaged	87	2323	48965	--	--	--	538	534	528	1	2	5	7	10	13	56	60	58	36	27	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	2511	73654	104	99	99	552	542	530	0	3	9	5	7	13	84	79	70	11	11	7
All Students (Prior Year)	--	2233	68592	--	NA	NA	--	560	542	--	3	9	--	7	12	--	69	63	--	22	16
Female	42	1265	36239	102	99	99	563	549	537	0	2	7	3	5	11	80	78	72	18	14	10
Male	45	1246	37301	105	99	98	541	535	523	0	4	12	7	10	15	88	79	68	5	6	5
African American	--	81	3488	--	100	94	--	532	515	--	6	16	--	14	18	--	72	62	--	7	4
Hispanic	NC	349	28348	NC	101	96	NC	534	520	NC	5	13	NC	10	17	NC	79	65	NC	6	5
Asian/Pacific Islander	NC	73	1558	NC	97	95	NC	550	547	NC	8	3	NC	6	8	NC	66	76	NC	21	13
American Indian/Alaskan Native	--	29	4947	--	85	111	--	544	507	--	4	22	--	8	22	--	75	53	--	13	3
White	83	1966	33924	102	98	96	552	544	537	0	3	5	5	7	10	83	80	75	12	11	9
Students with Disabilities	NC	338	7306	NC	98	90	NC	527	506	NC	9	24	NC	13	20	NC	73	52	NC	5	4
Students without Disabilities	79	2173	66348	104	99	100	552	543	531	0	3	8	5	7	13	84	79	71	11	11	8
Limited English Proficient Students	--	148	16422	--	99	109	--	498	495	--	22	30	--	44	27	--	33	43	--	0	0
Migrant Students	--	--	849	--	--	--	--	--	511	--	--	19	--	--	22	--	--	56	--	--	4
Economically Disadvantaged	--	215	25711	--	--	--	--	521	514	--	10	16	--	16	19	--	71	61	--	3	3
Non-Economically Disadvantaged	87	2296	47943	--	--	--	552	544	535	0	3	7	5	7	11	84	79	74	11	11	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	2489	76230	99	101	101	516	516	498	1	4	12	32	32	38	18	14	12	49	50	37
All Students (Prior Year)	--	2417	72888	--	NA	NA	--	516	494	--	4	14	--	33	40	--	13	12	--	50	34
Female	31	1199	37247	97	100	100	513	517	500	0	3	11	43	32	40	17	14	13	40	51	37
Male	41	1289	38725	100	102	101	519	514	497	3	5	14	24	31	37	18	15	12	55	48	37
African American	--	74	3594	--	104	96	--	499	476	--	14	22	--	33	46	--	13	11	--	39	21
Hispanic	NC	328	28100	NC	101	98	NC	501	482	NC	7	18	NC	42	47	NC	14	11	NC	37	24
Asian/Pacific Islander	--	68	1447	--	99	95	--	532	527	--	0	5	--	28	26	--	10	11	--	62	58
American Indian/Alaskan Native	--	27	5292	--	84	113	--	497	463	--	14	31	--	29	47	--	14	8	--	43	14
White	68	1968	35389	99	100	96	516	518	514	2	4	6	31	30	32	19	15	14	48	52	48
Students with Disabilities	NC	364	9022	NC	126	105	NC	496	465	NC	9	31	NC	43	43	NC	11	8	NC	37	17
Students without Disabilities	65	2125	67208	98	98	100	517	517	500	2	4	12	31	31	38	18	15	12	49	51	38
Limited English Proficient Students	--	112	14826	--	86	113	--	467	460	--	17	31	--	66	51	--	7	8	--	10	10
Migrant Students	--	--	837				--	--	478	--	--	19	--	--	51	--	--	8	--	--	21
Economically Disadvantaged	--	207	25037				--	502	477	--	7	21	--	41	47	--	12	11	--	40	21
Non-Economically Disadvantaged	72	2282	51193				516	517	507	1	4	9	32	31	35	18	15	13	49	51	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	2490	76202	100	101	101	513	510	505	1	10	19	15	21	24	68	57	46	16	12	11
All Students (Prior Year)	--	2428	72779	--	NA	NA	--	513	505	--	9	21	--	17	20	--	53	43	--	21	15
Female	32	1198	37231	100	100	100	514	512	507	0	7	16	13	19	24	73	59	48	13	14	13
Male	41	1291	38718	100	103	101	513	507	503	3	12	22	16	23	24	63	55	44	18	10	10
African American	--	74	3600	--	104	97	--	507	497	--	17	28	--	29	29	--	46	39	--	7	5
Hispanic	NC	330	28090	NC	102	98	NC	504	497	NC	17	28	NC	26	30	NC	49	37	NC	8	5
Asian/Pacific Islander	--	68	1443	--	99	95	--	523	515	--	2	9	--	23	19	--	54	53	--	21	19
American Indian/Alaskan Native	--	28	5311	--	88	113	--	501	491	--	20	38	--	30	31	--	45	28	--	5	3
White	69	1967	35371	100	100	96	513	510	512	2	8	10	13	20	20	70	59	54	16	13	16
Students with Disabilities	NC	369	9097	NC	128	106	NC	501	493	NC	23	39	NC	21	27	NC	47	29	NC	9	5
Students without Disabilities	65	2121	67105	98	98	100	514	510	506	0	9	18	15	21	24	68	58	47	17	12	12
Limited English Proficient Students	--	112	14780	--	86	113	--	485	486	--	46	50	--	39	32	--	14	18	--	0	1
Migrant Students	--	--	832				--	--	492	--	--	36	--	--	31	--	--	31	--	--	3
Economically Disadvantaged	--	210	24961				--	500	495	--	24	32	--	26	30	--	44	34	--	6	4
Non-Economically Disadvantaged	73	2280	51241				513	510	509	1	8	14	15	21	22	68	58	51	16	13	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	71	2460	74692	97	100	99	538	518	502	0	8	18	13	23	27	73	59	47	13	10	8
All Students (Prior Year)	--	2366	70710	--	NA	NA	--	530	512	--	7	17	--	22	26	--	51	42	--	20	16
Female	31	1189	36710	97	99	99	546	526	509	0	6	14	10	19	26	73	62	50	17	13	10
Male	40	1270	37742	98	101	98	532	510	495	0	10	22	16	27	28	73	57	44	11	6	6
African American	--	73	3516	--	103	94	--	509	487	--	14	26	--	28	31	--	49	39	--	9	4
Hispanic	NC	326	27492	NC	100	96	NC	503	486	NC	12	27	NC	34	32	NC	47	38	NC	7	4
Asian/Pacific Islander	--	68	1428	--	99	94	--	537	528	--	5	8	--	14	20	--	63	54	--	18	18
American Indian/Alaskan Native	--	28	5166	--	88	110	--	507	470	--	16	39	--	16	32	--	63	27	--	5	2
White	67	1941	34785	97	99	94	538	520	517	0	7	10	13	22	23	75	61	56	13	10	11
Students with Disabilities	NC	350	8428	NC	122	98	NC	501	472	NC	13	38	NC	34	30	NC	51	29	NC	2	3
Students without Disabilities	64	2110	66264	97	97	99	539	519	503	0	7	17	13	23	27	73	60	48	14	10	8
Limited English Proficient Students	--	112	14363	--	86	109	--	457	459	--	43	47	--	50	34	--	7	19	--	0	1
Migrant Students	--	--	814				--	--	475	--	--	33	--	--	37	--	--	27	--	--	2
Economically Disadvantaged	--	204	24507				--	493	480	--	21	31	--	33	33	--	42	33	--	3	3
Non-Economically Disadvantaged	71	2256	50185				538	520	511	0	7	13	13	23	24	73	61	53	13	10	10

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03¹¹

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	2430	71167	--	100	99	--	476	463	--	24	38	--	49	41	--	19	14	--	8	7
All Students (Prior Year)	--	2168	66213	--	NA	NA	--	473	459	--	27	39	--	47	40	--	18	14	--	7	7
Female	--	1199	34825	--	99	99	--	474	462	--	25	38	--	50	42	--	18	14	--	7	6
Male	--	1229	36047	--	101	99	--	479	464	--	23	38	--	48	39	--	20	15	--	9	8
African American	--	68	3225	--	101	95	--	464	441	--	36	57	--	49	34	--	11	6	--	3	2
Hispanic	--	244	23643	--	101	97	--	461	445	--	35	53	--	49	37	--	12	8	--	4	2
Asian/Pacific Islander	--	77	1503	--	101	100	--	488	493	--	13	18	--	51	40	--	25	23	--	12	19
American Indian/Alaskan Native	--	27	5161	--	100	103	--	454	435	--	32	63	--	64	30	--	5	5	--	0	2
White	--	1999	35245	--	99	95	--	479	476	--	22	26	--	49	45	--	20	19	--	9	10
Students with Disabilities	--	332	8095	--	122	104	--	442	426	--	54	69	--	35	25	--	8	5	--	3	1
Students without Disabilities	--	2098	63072	--	97	99	--	479	464	--	22	37	--	50	41	--	20	15	--	9	7
Limited English Proficient Students	--	67	10317	--	85	111	--	422	426	--	67	72	--	33	25	--	0	2	--	0	1
Migrant Students	--	NC	614				--	NC	440	--	NC	57	--	NC	34	--	NC	6	--	NC	3
Economically Disadvantaged	--	136	17057				--	433	440	--	65	58	--	32	34	--	2	6	--	2	2
Non-Economically Disadvantaged	--	2294	54110				--	479	468	--	22	33	--	50	43	--	20	16	--	8	8

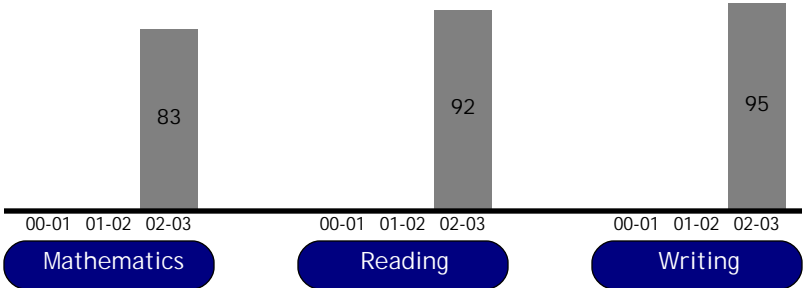
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	2423	71100	--	99	99	--	514	502	--	14	25	--	18	21	--	49	40	--	19	15
All Students (Prior Year)	--	2167	66144	--	NA	NA	--	519	504	--	11	24	--	17	20	--	50	40	--	23	16
Female	--	1199	34801	--	99	99	--	515	505	--	12	21	--	18	22	--	51	42	--	19	15
Male	--	1221	36010	--	100	99	--	512	499	--	16	28	--	18	20	--	47	38	--	19	14
African American	--	68	3219	--	101	95	--	508	486	--	20	38	--	20	24	--	45	31	--	15	7
Hispanic	--	244	23630	--	101	96	--	502	485	--	22	37	--	18	25	--	45	32	--	15	6
Asian/Pacific Islander	--	77	1509	--	101	100	--	515	522	--	12	12	--	16	14	--	57	46	--	16	28
American Indian/Alaskan Native	--	27	5144	--	100	102	--	494	478	--	18	46	--	32	24	--	50	25	--	0	5
White	--	1994	35198	--	98	95	--	515	515	--	13	15	--	18	18	--	49	47	--	20	21
Students with Disabilities	--	326	8121	--	120	105	--	487	470	--	34	55	--	28	20	--	28	21	--	9	4
Students without Disabilities	--	2097	62979	--	97	99	--	515	503	--	13	23	--	18	21	--	50	41	--	20	15
Limited English Proficient Students	--	67	10304	--	85	110	--	451	462	--	72	63	--	28	23	--	0	13	--	0	1
Migrant Students	--	NC	623				--	NC	475	--	NC	45	--	NC	27	--	NC	25	--	NC	3
Economically Disadvantaged	--	141	17040				--	481	483	--	43	40	--	25	25	--	28	29	--	5	6
Non-Economically Disadvantaged	--	2282	54060				--	515	507	--	12	20	--	18	20	--	50	43	--	20	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	--	2388	69001	--	98	96	--	499	490	--	9	17	--	36	37	--	54	45	--	1	1
All Students (Prior Year)	--	2098	63579	--	NA	NA	--	502	493	--	8	15	--	38	42	--	52	41	--	2	2
Female	--	1195	34086	--	98	97	--	505	496	--	6	13	--	31	36	--	62	51	--	1	1
Male	--	1190	34644	--	97	95	--	492	484	--	12	22	--	41	39	--	47	38	--	0	0
African American	--	66	3115	--	99	92	--	491	478	--	12	25	--	47	44	--	41	31	--	0	0
Hispanic	--	241	22656	--	100	92	--	489	476	--	16	27	--	37	43	--	46	30	--	1	0
Asian/Pacific Islander	--	74	1472	--	97	98	--	500	507	--	6	8	--	38	30	--	56	60	--	0	2
American Indian/Alaskan Native	--	25	4940	--	93	98	--	485	469	--	10	34	--	55	43	--	35	23	--	0	0
White	--	1970	34501	--	97	93	--	500	500	--	8	10	--	35	34	--	56	55	--	1	1
Students with Disabilities	--	311	7386	--	114	95	--	478	459	--	24	46	--	49	37	--	27	17	--	0	0
Students without Disabilities	--	2077	61615	--	96	97	--	500	491	--	8	16	--	35	37	--	56	45	--	1	1
Limited English Proficient Students	--	65	9662	--	82	104	--	451	454	--	59	51	--	35	40	--	6	9	--	0	0
Migrant Students	--	NC	590				--	NC	466	--	NC	35	--	NC	43	--	NC	22	--	NC	0
Economically Disadvantaged	--	138	16383				--	469	472	--	31	30	--	52	43	--	17	26	--	0	0
Non-Economically Disadvantaged	--	2250	52618				--	500	494	--	8	14	--	35	36	--	56	49	--	1	1

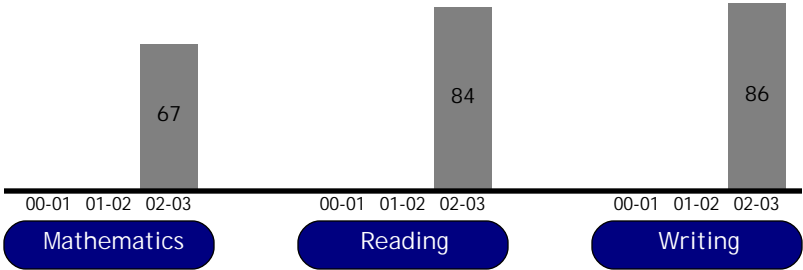
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

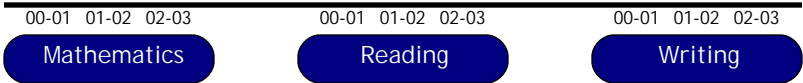
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress (AYP): The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

Met Percent Tested: Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

Met Test Objectives: The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

Met Attendance Rate: Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

Met Graduation Rate: School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

School Improvement - Year 1: Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2: Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action: Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	64	53	--	--	54	44	96	65	63	50
	Language	--	--	59	45	--	--	54	39	99	57	58	43
	Mathematics	--	--	67	56	--	--	60	52	100	72	70	57
3	Reading	--	--	60	50	--	--	53	43	100	71	61	47
	Language	--	--	67	55	--	--	61	50	100	78	67	54
	Mathematics	--	--	69	53	--	--	61	50	100	70	66	54
4	Reading	--	--	67	55	--	--	57	47	100	71	66	52
	Language	--	--	61	50	--	--	54	45	100	65	61	48
	Mathematics	--	--	72	56	--	--	64	52	100	71	73	57
5	Reading	--	--	62	51	--	--	57	46	100	72	62	50
	Language	--	--	59	46	--	--	52	43	100	64	57	46
	Mathematics	--	--	75	56	--	--	68	54	100	77	73	57
6	Reading	--	--	67	54	--	--	57	49	99	67	66	53
	Language	--	--	61	46	--	--	52	42	100	61	60	45
	Mathematics	--	--	76	61	--	--	68	58	99	76	79	62
7	Reading	--	--	66	53	--	--	60	48	100	64	62	51
	Language	--	--	67	55	--	--	65	51	100	71	66	54
	Mathematics	--	--	72	57	--	--	66	54	100	68	71	58
8	Reading	--	--	67	55	--	--	58	49	--	--	64	53
	Language	--	--	65	50	--	--	58	46	--	--	63	49
	Mathematics	--	--	70	57	--	--	62	54	--	--	72	58

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Safety Committee's purpose is to ensure the safety of our students. We follow the guidelines of the Deer Valley Student Rights and Responsibility Handbook, that specifies a consistent response to misbehavior.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Carla Phillips	(623) 445-7400
Transportation Policy	Karyl Carter	(623) 467-5095
Community Resources	Tricia Graham	(623) 445-7404
School Nutrition Programs	Geoff Hapgood	(623) 445-4981
Parent Organization	Lisa Smith	(623) 445-7400
Student Health/Nurse	Carol Heywood	(623) 445-7410

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns. If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards